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ABSTRACT

A project was conducted to develop a set of standards for teacher education programs in agriculture and to utilize these standards in a locally directed effort at four universities in Illinois (University of Illinois, Illinois State University, Southern Illinois University, and Western Illinois University) which offer teacher education programs in agriculture. Survey forms were mailed to eighty-two cooperating teachers associated with the four universities and twenty-nine Illinois Joint Staff members to secure their reactions regarding 129 national teacher education standards. The results indicated that the cooperating teachers tended to support the national standards more than the Joint Staff members did. The Joint Staff gave strong support to standards related to research, scholarly publications, writing, and funded projects. The cooperating teachers tended to support standards related to high placement rates, longer periods of student teaching, heavy staff involvement in counseling, high staff resources in technical areas, and close university-state office relationships. Based on the survey analysis, a list of program guidelines for teacher education in agricultural occupations was developed. (A copy of the program guidelines and the survey instrument are included in the document.) (JH)

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ED173641

DEVELOPMENT AND VALIDATION OF STANDARDS
FOR TEACHER EDUCATION IN AGRICULTURE
PHASE I

STATE BOARD OF EDUCATION
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Department of Adult, Vocational and Technical Education
Springfield, Illinois

June, 1979

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PROJECT SUMMARY

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Teacher Education in Agriculture

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and Technical Education

Location: Urbana, Illinois 61801

Time Period Covered: February 1, 1979 - June 30, 1979

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ABSTRACT - PHASE I

Title: Development and Validation of Standards for Teacher Education in Agriculture

Principle Investigators: Paul E. Hemp and Burton E. Swanson

Duration of Project: February 1, 1979 - June 30, 1979

Objectives of Project:

1. To involve cooperating teachers, teacher educators, and state staff persons in a rating of the national list of teacher-education standards.
2. To involve teacher educators in agriculture from the University of Illinois, Illinois State University, Southern Illinois University and Western Illinois University in a review of the results of these ratings.
3. To develop a revised list of teacher education standards to be subjected to cooperating teachers and teacher educators for ranking during Phase II of the project.
4. To plan objectives and activities for Phase II.

Procedures of Implementation:

1. Prepare questionnaire to secure ratings of national standards from cooperating teachers and Illinois Joint Staff members.
2. Collect additional standards from respondent groups.
3. Summarize ratings and compare ratings assigned by following sub-groups: cooperating teachers at four teacher education institutions and Illinois Joint Staff.
4. Meet with consultants at four teacher education institutions to develop revised list of standards.
5. Prepare final report of Phase I of this project and plan for Phase II to be conducted in 1979-80.

Contribution to Vocational Education

The development and validation of a set of standards for teacher education in agriculture will contribute to the analysis, review and improvement of teacher education programs in agriculture in Illinois and other states. The standards developed through this research project will be useful as criterion measures in the evaluation of teacher education programs. These standards should stimulate the evaluation of teacher education programs and lead to program improvements in Illinois universities and in other states. The standards developed through this research may be used by accreditation agencies, state departments of education, and other groups to upgrade and improve teacher education in agriculture. The ultimate effect of this project should be better teachers and better teaching in vocational education in agriculture.

INTRODUCTION

The dramatic changes which have taken place in agriculture and agricultural education programs since the passage of the Vocational Education Act of 1963 have triggered a need for the development of new and different types of teacher education programs in agriculture. Standards and guidelines developed in the 1940's and 1950's and used effectively under the Smith-Hughes Act no longer meet the needs of today. The students enrolled in Agricultural Education at the four Illinois universities are very different from those who enrolled 20 years earlier. Many students currently enrolled in Agricultural Education have no farm background, little or no experience with the FFA and are often not committed to the vocational agriculture model which served as a guide for teachers in the past.

In addition to these changes, there are other factors affecting teacher education programs. One example is the increased involvement of public school personnel and teacher organizations in teacher education programs. These groups are insisting that they be more actively involved in teacher education. Most teachers and school administrators question the notion that teacher education is the exclusive function of the universities and that university staff members should completely control the professional education experiences for the prospective teacher. It is time to rethink teacher preparation programs and to design and test new models for teacher education in agriculture. In order to do this, teacher educators in agriculture need support, direction and help from the Department of Adult, Vocational and Technical Education, Illinois Office of Education, the Illinois Joint Staff, and cooperating teachers.

In Illinois, four universities offer teacher education programs in agriculture. The Illinois Joint Staff, a group made up of teacher educators, state

consultants in agricultural occupations, and representatives from the state teacher organizations for the high school and community college programs, would like to see a closer articulation of these programs and a statewide effort to upgrade their quality and expand the output of teachers. This project has been designed to accomplish these purposes.

In 1976-77, a National Task Force completed the development of the Standards for Quality Vocational Programs in Agriculture/Agribusiness Education. A section of this report included 99 standards on teacher education. The states were encouraged by the National Task Force to validate, revise or modify the national standards to make them more functional at the state and university level. Many of the national standards as presently written did not seem to be appropriate for the Illinois situation. This project was designed to develop a set of standards for teacher education programs in agriculture and to utilize these standards in a locally-directed evaluation effort at the four universities in Illinois which offer teacher education programs in agriculture (University of Illinois, Illinois State University, Southern Illinois University and Western Illinois University.)

This project has been designed to assist each of the four Illinois universities to upgrade teacher education programs in agriculture. Phase I of the project was designed to develop a set of validated standards which could be used as a basis for self-evaluation at the institutional level. The major thrust of this project was to utilize the expertise and experience of members of the Illinois Joint Staff, cooperating teachers, and others to revise, modify and improve the national standards for teacher education. After this has been accomplished, the universities will be encouraged to use the standards in a self-study and local evaluation exercise under Phase II of the research.

Areas which need improvement will be identified and recommendations for upgrading or changing programs will be written by a task force at each institution. The final part of Phase II, which will follow the local evaluations, will be a statewide articulation conference to be held for teacher educators, cooperating teachers, state staff and others to exchange ideas and make additional recommendations for program improvement.

The primary objectives of Phase I of this project are as follows:

1. To derive a working list of standards for teacher education programs in agriculture from the following sources:
 - a. List of 99 national standards developed in Kansas City in 1976-77 and later refined at Iowa State University.
 - b. Standards suggested by Illinois Office of Education evaluation teams, National Council on the Accreditation of Teacher Education, and institutional standards used at University of Illinois, Illinois State University, Southern Illinois University and Western Illinois University.
 - c. Standards gleaned from research reports and papers prepared by the American Association of Teacher Educators in Agriculture and other professional groups.
2. To write new standards and involve cooperating teachers, teacher educators and Illinois Joint Staff members in the development of these new standards.
3. To validate the working list of national standards and new standards using cooperating teachers from the University of Illinois, Illinois State University, Southern Illinois University and Western

Illinois University, and the Illinois Joint Staff members as evaluators.

4. To prepare a list of recommended standards for teacher education programs in agriculture and disseminate this list to teacher educators in agriculture, cooperating teachers, and DAVTE staff in Illinois.

Phase I of this project began on February 1, 1979 and ended June 30, 1979. In Phase II, the revised list of standards and suggested operating procedures to accomplish these standards will be sent to all cooperating teachers and Illinois Joint Staff members for a final evaluation. The project staff is hopeful that the long list of standards used in Phase I can be reduced to 20-25 general standards and that a list of possibly 80-100 suggested operating procedures can be developed. A Teacher Education Program Review Kit will be prepared in Phase II.

METHOD AND PROCEDURE

Design and Subjects

This research was designed to adapt national standards for teacher education in agriculture for use at the four teacher education institutions in Illinois which conduct teacher education programs in agriculture. The population used in this research included cooperating teachers, affiliated with the four universities - Illinois State University, Southern Illinois University, Western Illinois University and the University of Illinois, and members of the Illinois Joint Staff. The cooperating teachers were all those that had served in this capacity in the last five years.

Measuring Instrument

The instrument used in the project included a section on Demographic Data and a section on the National Standards Specific to Teacher Education (See Appendix A). The demographic data section permitted the respondents to provide information under five categories as follows:

- University affiliation
- Teaching experience
- Student teacher supervision
- Teaching area
- Type of teacher department

The "Standards" section of the survey instrument was designed to secure teacher ratings of the national standards. Standards were listed in the following areas: Recruitment, Enrollment, Counseling, Instructional Program, Certification, Placement, Staffing, Professional Development, Research, Professional Leadership Service, Administrative Organization, Financing, Facilities and Equipment, and Evaluation.

The following scale was used to rate the standards:

1. Retain - the standard is acceptable as written.
2. Revise - the standard would be acceptable if some change is made but not acceptable as written.
3. Discard - the standard is not acceptable.

Answers were pre-coded to facilitate data processing. Special pages were included at the end of the instrument to provide space for the respondents to revise the standards and to propose new standards. It was determined that these data would be helpful to the review committee in the future revision of the standards.

Procedure

Instruments were assembled and mailed to cooperating teachers who had been identified by their university and members of the Illinois Joint Staff. With each instrument, a cover letter (See Appendix B) was included to introduce it and explain its importance. Approximately 111 survey instruments were mailed out on February 16, 1978. Some follow-up calls were made and letters sent to remind respondents who had been sent a survey to return them at their earliest convenience. Out of the 111 survey forms sent, 92 were returned representing an 83% response rate.

Analysis

As the surveys were returned, each form was given an ID number identifying the respondent. All instruments were delivered to the Survey Research Laboratory and the data were processed to determine frequencies and percentages.

A total of 87 survey forms were delivered to the Survey Research Laboratory for processing; however, after the established deadline, five additional forms were received, but were not included in the analysis.

A chi-square test was used to compare the proportion of acceptance of individual standards of Illinois Joint Staff with the proportion of acceptance of the cooperating teachers. Levels of probability for chi-square values were deemed significant at the .05 level. If any standard had a chi-square value that was significant at the .05 level, it indicates that further consideration may be necessary to determine its importance in the final set of usable standards.

Use of Steering Committee

An ad hoc committee on Teacher Education Standards and Articulation was appointed by the Head Consultant in Agricultural Occupations, Illinois Office of Education. This committee, composed of six members of the Joint Staff met at the monthly Joint Staff meetings in 1978 and 1979. The committee was used by the project staff as a steering committee to provide direction and support and to evaluate the project proposal and project activities.

Use of Consultants

Three consultants who were the head teacher educators at Illinois State University, Southern Illinois University, and Western Illinois University, provided valuable assistance in this project. The consultants prepared mailing lists of their cooperating teachers, reviewed the survey instrument, supervised the collection of data for their cooperating teacher group and staffs and evaluated the results of the mailed survey. The consultants met with the project staff for a full day on May 30 and provided additional assistance throughout the semester. Suggestions of the consultants for revising the standards list will be incorporated in the draft copy to be presented to the cooperating teachers in 1979-80.

PRESENTATION OF RESULTS

A survey instrument was sent to all cooperating teachers affiliated with the University of Illinois, Illinois State University, Southern Illinois University and Western Illinois University. These cooperating teachers were identified by the project consultants at the four universities cooperating in the project. In addition, the same instruments were sent to all members of the Illinois Joint Staff, a group which includes teacher educators, state consultants, and representatives of the Illinois Association of Vocational Agriculture Teachers and the Illinois Association of Community College Agriculture Instructors. The cooperating teachers were asked to supply demographic data on themselves and their programs. Both groups (cooperating teachers and the Joint Staff) were asked to rate the 99 national standards on teacher education and to suggest new standards or revisions that should be made in the national list.

Demographic Data on Cooperating Teachers

Survey forms were sent to 82 cooperating teachers identified by the four teacher education institutions. Returns were received from 63 teachers. Demographic data on these 63 teachers and their agricultural occupations programs are summarized and presented in this section of the report.

The head teacher educator in agricultural education at the University of Illinois, Illinois State University, Southern Illinois University, and Western Illinois University provided the project staff with the names and addresses of cooperating teachers who had served during the past five years. The number of cooperating teachers who were identified and the number and percentage who completed the mailed survey form are shown in Table I.

Table I. Cooperating Teachers Identified by University Affiliation and Percentage Responding to the Teacher Education Standards Survey

<u>University</u>	<u>Number of Cooperating Teachers Identified</u>	<u>Number of Cooperating Teachers Responding</u>	<u>Percentage Responding</u>
Illinois State	18	18	100.0%
University of Illinois	26	20	76.9
Southern Illinois	25	14	56.0
Western Illinois	<u>13</u>	<u>11</u>	84.6
TOTALS	82	63	

The data in Table II show the number and percentage of cooperating teachers who have supervised various numbers of student teachers. Almost half of the teachers have supervised five or fewer student teachers.

Table II. Number of Student Teachers that Cooperating Teachers have Supervised

<u>Number of Student Teachers</u>	<u>Number of Cooperating Teachers</u>	<u>Percentage</u>
1-5	28	49.2%
6-10	12	20.3
11-15	6	10.2
16-20	5	8.4
21 and over	<u>7</u>	<u>11.9</u>
TOTALS	59	100.0

The primary teaching area of the cooperating teachers closely matches the types of agricultural occupations programs offered in the secondary schools in Illinois. As shown in Table III, most of the cooperating teachers (70%) who responded to this survey are agricultural production teachers. The teaching area of the cooperating teachers is also indicative of the teaching specialties of student teachers since assignments are made to provide students with experience in his or her teaching specialty.

Table III. Number of Cooperating Teachers Identified by their Primary Teaching Area

<u>Teaching Area</u>	<u>Number of Cooperating Teachers</u>	<u>Percentage</u>
Agricultural Production	35	70.0%
Horticulture	7	14.0
Agricultural Mechanization	5	10.0
Other	<u>3</u>	<u>6.0</u>
TOTALS	50	100.0

Table IV shows that about half of the cooperating teachers included in this study are employed in multiple teacher departments. For the state as a whole, only about 18% of the agricultural occupations teachers are employed in multiple teacher departments.

Table IV. Number of Cooperating Teachers Employed in a Single or Multiple Teacher Department

<u>Type of Department</u>	<u>Number of Cooperating Teachers</u>	<u>Percentage</u>
Multiple Teacher	30	48.4%
Single Teacher	<u>32</u>	<u>51.6</u>
TOTALS	62	100.0

From Table V, the reader can observe that about 61% of the cooperating teachers have taught 6-10 years or 16-20 years. Normally, the teacher education institutions do not assign students to cooperating teachers who have less than five years of teaching experience.

Table V. Years of Teaching Experience of Cooperating Teachers

<u>Years of Experience</u>	<u>Number of Cooperating Teachers</u>	<u>Percentage</u>
1-5	1	1.6%
6-10	21	33.9
11-15	2	3.2
16-20	17	27.4
21-25	10	16.2
26 and over	<u>11</u>	<u>17.7</u>
	TOTALS	62 100.0

Summary of Standards Survey

The primary purpose of the mailed survey was to secure reactions from cooperating teachers and Illinois Joint Staff members regarding the 129 national teacher education standards. The survey form actually included 99 standards; however, several standards had sub-parts making a total of 129 items to be rated. Twenty-five Joint Staff members and 62 cooperating teachers responded to the survey. The respondents were asked to indicate whether each of the standards should be retained, revised or discarded. They were also asked to submit any revisions which they wished to suggest and to write new standards for further consideration.

A summary of the results of this survey is included in Table VI. The responses of cooperating teachers and Joint Staff members are presented for the "Retain" and the "Revise-Discard" categories.

TABLE VI. Percentage of Illinois Joint Staff Members and Illinois Cooperating Teachers who Recommended that 99 Teacher Education Program Standards be Retained or Revised/Discarded.

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Recruitment</u>					
1. One agricultural education faculty member is responsible for coordinating the recruitment efforts and serves as a liaison with admissions personnel and others involved in the college recruitment program.	88.0%	12.0%	95.0%	5.0%	0.467
2. Emphasis is placed on the recruitment of students for agricultural education from various segments of the educational system including secondary and postsecondary agricultural programs, other departments of the college, and other colleges.	76.0	24.0	90.2	9.8	1.901
3. People and organizations are involved actively in the recruitment of potential agricultural education students.	84.0	16.0	91.5	8.5	0.402
4. Programs are being conducted to promote and secure scholarships, fellowships, and financial assistance funds specifically to support agricultural education students.	96.0	4.0	95.0	5.0	0.132

- Explanatory Note:
1. Number of Joint Staff rating each standard ranged from 23-25 respondents.
Number of cooperating teachers rating each standard ranged from 57-62 respondents.
 2. Levels of probability for Chi-Square values=*05 level
**01 level
 3. When sub-parts are counted, the total number of standards is 129.

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Enrollment</u>					
5. Students enrolling in the agricultural education program are informed of the occupational experience and/or a supervised internship requirements as pre-requisites to certification and for teaching.	88.0	12.0	88.5	11.5	0.091
6. Means are provided to facilitate dual major students enrolled in an area of technical agriculture and simultaneously completing requirements for teacher certification.	87.0	13.0	91.9	8.1	0.079
7. The agricultural education faculty in co-operation with the state supervisory/consultant staff conducts annual needs assessments to determine new and replacement teacher requirements at both the secondary and postsecondary levels.	80.0	20.0	95.2	4.8	3.257
<u>Counseling</u>					
8. At least 10 percent of each teacher educator's professional load is allotted to counseling and/or advising students.	44.0	56.0	85.5	14.5	13.704**
9. Underclassment enrolled in other curricula who are considering the agricultural education program, will also have an advisor assigned from the agricultural education faculty.	76.0	24.0	87.1	12.9	0.907

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
10. Students enrolled in a dual major, with one of the programs being agricultural education, will be advised by faculty from both programs.	72.0	28.0	83.9	16.1	0.931
11. Students who plan to major in agricultural education are identified as early as possible for advisement, counseling, and placement purposes.	96.0	4.0	98.4	1.6	0.014
12. Sufficient teacher education faculty members are available to provide no more than 25 advisees per educator.	84.0	16.0	82.3	17.7	0.014

Instructional Program

13. The agricultural education curriculum provides for an adequate preparation of teachers of vocational agriculture/agribusiness with coursework distributed as follows:					
general education	20-30%				
professional education	20-30%				
technical	30-40%				
electives	10%				
	62.5	37.5	54.1	45.9	0.212
14. The program of general education contributes toward making the prospective teacher mobile and adaptable with interests, appreciations, and understandings needed to participate effectively in agriculture and education.	72.0	28.0	73.8	26.2	0.010

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
15. The social, psychological, and educational foundations are provided as an integral component of the instructional program.	80.0	20.0	74.6	25.4	0.064
16. Methods courses in agricultural education and field experiences are closely integrated in the professional preparation programs of teachers of agriculture/agri-business.	96.0	4.0	91.4	8.6	0.081
17. Trainees develop the following teaching skills:					
a. Using the problem solving procedure	92.0	8.0	82.0	18.0	0.720
b. Using demonstrations	96.0	4.0	100.0	0.0	0.223
c. Using field trips	96.0	4.0	100.0	0.0	0.223
d. Using community resources	96.0	4.0	100.0	0.0	0.223
e. Providing individualized instruction	96.0	4.0	96.8	3.2	0.221
f. Using micro teaching	80.0	20.0	58.6	41.4	2.635
g. Using teaching aids	96.0	4.0	98.4	1.6	0.014
h. Guiding students in selecting, planning and conducting occupational experience programs	96.0	4.0	98.4	1.6	0.016
i. Supervising occupational experience programs	92.0	8.0	98.4	1.6	0.686
j. Organizing and using the FFA to strengthen the instructional program	92.0	8.0	98.4	1.6	0.686

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
k. Using the principle of learning in teaching	76.0	24.0	91.8	8.2	2.680
l. Organizing and teaching postsecondary students and adults	91.7	8.3	83.6	16.4	0.379
m. Organizing and advising FFA, YFEA, and other leadership developing organizations	88.0	12.0	96.7	3.3	1.128
n. Organizing programs and teaching the handicapped, and other special need groups	92.0	8.0	74.6	25.4	2.311
o. Providing career awareness and exploration programs in the elementary and middle school grades	80.0	20.0	83.9	16.1	0.014
18. Trainees acquire the following management skills:					
a. Organizing and using a local advisory committee	96.0	4.0	96.7	3.3	0.232
b. Determining community and student needs	96.0	4.0	91.9	8.1	0.044
c. Developing long-range and annual plans	96.0	4.0	85.5	14.5	1.041
d. Developing course of study for local department	96.0	4.0	91.9	8.1	0.044
e. Arranging for adequate occupational experience programs	96.0	4.0	90.3	9.7	0.198

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
f. Determining and securing needed instructional materials	92.0	8.0	98.4	1.6	0.686
g. Determining and securing needed facilities and equipment	92.0	8.0	93.4	6.6	0.052
h. Developing and using a filing system	92.0	8.0	91.9	8.1	0.181
i. Organizing a multiple-teacher department	60.0	40.0	65.6	34.4	0.058
j. Evaluating students and programs	95.8	4.2	96.7	3.3	0.205
k. Making and analyzing annual reports	96.0	4.0	80.3	19.7	2.283
l. Articulation between secondary and post-secondary programs	92.0	8.0	77.4	22.6	1.646
19. Cooperating schools at the secondary and post-secondary levels to be used for student teaching and other field experiences are selected by the teacher educators in cooperation with the staff of the state agriculture/agribusiness education section.	80.0	20.0	88.7	11.3	0.522
20. Criteria to be used in the selection of cooperating schools are developed by the teacher educators, state supervisors and a selected group of secondary and postsecondary teachers.	75.0	25.0	87.1	12.9	1.076

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
21. Cooperating teachers are prepared for their responsibility through an annual cooperating teacher conference sponsored jointly by the teacher educator and supervisor/consultant staffs.	92.0	8.0	82.3	17.7	0.674
22. A minimum of 10 weeks of student teaching is required in the area for which certification is to be secured.	64.0	36.0	85.5	14.5	3.788*
23. Observation and/or experience are provided throughout the undergraduate program prior to the student teaching term, and are supervised by the agricultural education staff members.	80.0	20.0	96.8	3.2	4.698*
24. Internships in supervised occupational experience for various periods of time are provided in several speciality areas in agriculture in cooperation with selected employers to develop needed technical skills in teaching.	96.0	4.0	85.5	14.5	1.041
25. The teacher education staff provides leadership to the trainees through the collegiate professional student organization emphasizing the role of the teacher to his/her professional organizations, to the administration and fellow staff members.	96.0	4.0	95.2	4.8	0.157

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
26. Each trainee is observed and supervised, by an agricultural education staff member a minimum of three times in the student teacher center.	84.0	16.0	95.1	4.9	1.619
<u>Graduate M.S. Level</u>					
27. A flexible masters degree program in agricultural education with and without a thesis is available .	96.0	4.0	95.1	4.9	0.145
28. Technical and professional graduate course offerings are available summers, during the academic year and off-campus .	96.0	4.0	100.0	0.0	0.207
29. Graduate programs provide for inservice training, professional development, and attainment of advanced degrees .	96.0	4.0	98.4	1.6	0.016
30. Graduate committees are chaired by agricultural education faculty members .	92.0	8.0	96.6	3.4	0.120
31. Graduate courses are designed and offered to meet special student needs .	80.0	20.0	91.5	8.5	1.261
<u>Graduate Ph.D. Level</u> (In institutions where resources are available and need exists.)					
32. Agricultural education in cooperation with the Graduate School provides a doctoral program to prepare teachers of vocational agriculture and other agricultural education personnel for leadership positions in such areas as teacher education, supervision, administration, research, and curriculum development.	100.0	0.0	98.2	1.8	0.182

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
26. Each trainee is observed and supervised, by an agricultural education staff member a minimum of three times in the student teacher center.	84.0	16.0	95.1	4.9	1.619
<u>Graduate M.S. Level</u>					
27. A flexible masters degree program in agricultural education with and without a thesis is available.	96.0	4.0	95.1	4.9	0.145
29. Technical and professional graduate course offerings are available summers, during the academic year and off-campus.	96.0	4.0	100.0	0.0	0.207
29. Graduate programs provide for inservice training, professional development, and attainment of advanced degrees.	96.0	4.0	98.4	1.6	0.016
30. Graduate committees are chaired by agricultural education faculty members.	92.0	8.0	96.6	3.4	0.120
31. Graduate courses are designed and offered to meet special student needs.	80.0	20.0	91.5	8.5	1.261
<u>Graduate Ph.D. Level</u> (In institutions where resources are available and need exists.)					
32. Agricultural education in cooperation with the Graduate School provides a doctoral program to prepare teachers of vocational agriculture and other agricultural education personnel for leadership positions in such areas as teacher education, supervision, administration, research, and curriculum development.	100.0	0.0	98.2	1.8	0.182

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
33. Degree candidates are carefully screened.	88.0	12.0	91.0	8.6	0.005
34. Doctoral programs are flexible permitting candidates to plan programs to meet individual needs.	72.0	28.0	96.5	3.5	8.309**
35. Appropriate experience in applied research techniques is included in the program.	88.0	12.0	82.5	17.5	0.093
<u>Inservice Education</u>					
36. An inservice program for the improvement of teachers and further development of programs of vocational agriculture/agribusiness is provided.	100.0	0.0	98.4	1.6	0.237
37. Teacher needs are identified cooperatively by teachers, teacher educators, and supervisors of vocational agriculture/agribusiness.	96.0	4.0	93.4	6.6	0.002
38. Programs include both credit and non-credit offerings on and off campus throughout the state and are planned on a long-range basis.	96.0	4.0	91.8	8.2	0.052
39. A special summer session of technical and professional courses, workshops and seminars is conducted.	100.0	0.0	95.1	4.9	0.232
40. Faculty members in agricultural education participate with teachers and supervisors in planning and conducting an annual state teachers conference, judging contests, state FFA convention, YFEA convention, etc.	88.0	12.0	96.7	3.3	1.128

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
41. Teacher education faculty members provide individual supervision and/or consultative services as requested by the state head supervisor/consultant.	68.0	32.0	90.2	9.8	4.869*
42. An instructional materials service, prepares and distributes curriculum materials needed by teachers.	84.0	16.0	95.1	4.9	1.619
43. There are policies and means provided which enable selected teachers to assist other teachers technically and professionally.	76.0	24.0	88.3	11.7	1.723
44. A special credit course with at least 3 on-site consultation visits is provided for beginning and returning teachers.	76.0	24.0	93.4	1.6	9.056**
45. Credit and non-credit seminars and workshops are provided for postsecondary teachers.	92.0	8.0	98.4	1.6	0.660
<u>Certification</u>					
46. Teachers of agriculture are certified only in the agricultural subject areas in which they were prepared to teach and have demonstrated competence.	64.0	36.0	68.3	31.7	0.018
47. Certification requires successful completion of an approved degree program in agricultural education and documentation of a prescribed period of approved occupational experience.	88.0	12.0	96.7	3.3	1.128

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Placement</u>					
48. Seventy-five percent of those students completing the agricultural education program, with a secondary or postsecondary teaching objective, are employed as vocational agriculture/agribusiness teachers.	56.0	44.0	76.7	23.3	2.703
49. All agricultural education graduates become employed in the profession or in occupations in agriculture.	36.0	64.0	71.2	28.8	7.699**
50. One agricultural education faculty member is assigned the responsibility for coordination of placement activities of graduates.	92.0	8.0	86.9	13.1	0.091
51. All agricultural education graduates are provided job placement counseling to assist them in becoming successfully employed.	96.0	4.0	96.7	3.3	0.232
52. Seventy-five percent of the students who initially enroll in agricultural education complete the requirements of that curriculum.	60.0	40.0	66.7	33.3	0.114
<u>Staffing</u>					
53. Seventy-five percent of the agricultural education faculty have earned a doctorate degree; 100 percent have earned masters degrees in agricultural education or equivalent.	80.0	20.0	77.0	23.0	0.000

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
54. All faculty meet requirements for certification to teach vocational agriculture/agribusiness, including at least three years of successful teaching experience in vocational agriculture/agribusiness in the area of areas in which the faculty member is providing leadership.	88.0	12.0	85.5	14.5	0.001
55. Members of the agricultural education faculty have twelve month appointments.	88.0	12.0	98.4	1.6	2.334
56. Faculty members have evidence of achievements in research and writing as measured by publications and research.	92.0	8.0	57.4	42.6	8.168**
57. Faculty members have demonstrated leadership roles and are participating in professional organizations and state and national professional improvement meetings.	100.0	0.0	93.5	6.5	0.540
58. A minimum of two FTE (full-time equivalent) faculty are employed to help students learn needed competencies in agricultural education, advise students and supervise intern experiences. One FTE instructional staff member is provided for each ten degree/certification recipients (BS, MS, and PhD). An equal number of FTE staff members provide research and/or inservice functions.	68.0	32.0	86.7	13.3	2.895

	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
<u>Standard</u>	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Technical</u>					
59. A minimum of four (4) FTE (full-time equivalent) faculty are employed to meet the technical education requirements of students in each of the following areas:					
a. Agricultural engineering and mechanics	48.0	52.0	91.7	8.3	17.628**
b. Plant and soil science	47.8	52.2	91.5	8.5	16.663**
c. Animal science	47.8	52.2	91.5	8.5	16.663**
d. Agricultural economics and business management	47.8	52.2	93.2	6.8	18.919**
60. Comparable staffing is provided in specialized areas of certification (e.g. ornamental horticulture, agricultural products processing, forestry and natural resources).	52.0	48.0	91.8	8.2	15.293**
<u>Support Staff</u>					
61. One (1) FTE secretary is provided for each three (3) FTE professional staff members.	80.0	20.0	86.4	13.6	0.173
62. The teacher education faculty includes one (1) graduate assistant for each FTE graduate level faculty member.	64.0	36.0	85.0	15.0	3.489

	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
<u>Standard</u>	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Professional Development</u>					
63. Each teacher educator participates annually in one or more recognized professional development meetings at the institutional, state, regional or national levels.	88.0	12.0	91.8	8.2	0.020
64. Each eligible teacher educator participates in sabbatical leave opportunities.	79.2	20.8	85.0	15.0	0.105
65. Each teacher educator makes one or more contributions annually to the profession in each of the following areas:					
a. research	83.3	16.7	66.1	33.9	1.697
b. consulting	66.7	33.3	75.0	25.0	0.253
c. scholarly writing	87.5	12.5	54.2	45.8	6.801**
66. Professional development incentives are provided through promotion and tenure standards, merit raises, and teaching, service and research awards, etc.	91.7	8.3	91.8	8.2	0.174
67. The teacher education faculty cooperatively develops and participates in an annual professional development program designed to strengthen teacher education.	95.8	4.2	98.3	1.7	0.013

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
87. An advisory council comprised of representatives of the state, secondary and postsecondary teachers, professional organization representatives and personnel from related businesses and industries assist in formulating annual and five-year plans for teacher education in agriculture.	92.0	8.0	93.3	6.7	0.061

Financing

88. The university is responsible for providing funding for staffing and staff development, program development, facilities, and resources to conduct a "high quality" teacher education program.	92.0	8.0	93.5	6.5	0.044
89. Major portions of funding are provided by the university with supplemental funds obtained from the state and federal agencies and other sources.	72.0	28.0	98.4	1.6	11.864**
90. Grants are obtained when available from U.S.O.E. and other sources for special innovative development curriculum and research projects.	72.0	28.0	90.3	9.7	3.375

Facilities and Equipment

91. Modern livestock, greenhouse, agricultural mechanics and experimental farm facilities are used in providing the teacher education program.	92.0	8.0	96.7	3.3	0.145
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<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teacher</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
82. The teacher education staff provides service to the university faculty and other groups aimed at the improvement of instruction.	72.0	28.0	91.9	8.1	4.396 *
83. Vocational agriculture/agribusiness instructional resource center is maintained with resources and consultation services available to university personnel and secondary and postsecondary teachers.	72.0	28.0	98.3	1.7	11.431**
<u>Administrational Organization</u>					
84. Separate identifiable administrative units within the university are responsible for teacher education in agriculture/agribusiness including pre-and inservice teacher education, research and service.	91.7	8.3	88.5	11.5	0.001
85. There is a teacher educator in agricultural education responsible for administering and supervising the agricultural education program within the appropriate university administrative structures.	96.0	4.0	98.4	1.6	0.016
86. The teacher education staff works closely with the state administrative and secondary agency responsible for vocational education in agriculture/agribusiness, including participating in monthly joint staff meetings.	92.0	8.0	96.6	3.4	0.120

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Professional Leadership Service</u>					
74. Service on university and departmental committees is shared by all faculty members.	84.0	16.0	98.3	1.7	4.215
75. Departmental decision-making efforts rely on the use of committee work with evident results.	84.0	16.0	98.4	1.6	4.313*
76. Staff members maintain active membership in professional organizations.	100.0	0.0	100.0	0.0	--
77. Department is active in agricultural education projects affecting program efforts at state, regional and national levels.	92.0	8.0	98.4	1.6	0.686
78. Regularly scheduled monthly joint staff (supervisors, consultants, teacher educators) meetings are held.	80.0	20.0	95.2	4.8	3.257
79. Concurrence is obtained from the state staff prior to employment of new staff members in teacher education.	48.0	52.0	85.0	15.0	10.739**
80. An annual written agreement with the appropriate state agency is in operation indicating services to be provided by teacher educators and by supervisors.	68.0	32.0	89.8	10.2	4.556*
81. Leadership is provided to organizations for students enrolled in teacher education in agriculture such as the Collegiate FFA, Alpha Tau Alpha and Agricultural Education Club.	96.0	4.0	100.0	0.0	0.223

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
68. Each teacher educator uses evaluation tools, such as this instrument on standards, and student and peer evaluations, to determine areas in which professional improvement should be made.	100.0	0.0	95.0	5.0	0.243
<u>Research</u>					
69. A minimum of one half or 10 percent of total staff time, whichever is greater, is allocated to research efforts.	21.7	78.3	54.2	45.8	5.807*
70. A research advisory committee composed of representatives from agricultural industry, supervisors, and teachers of secondary, postsecondary and adult programs meet semi-annually to identify priorities and plan research efforts.	80.0	20.0	83.6	16.4	0.008
71. A planned system for dissemination of research results, is used within the state and existing systems (e.g. ERIC, AATEA Journal, Agricultural Education Magazine, Summary of Studies, etc.) are used for national dissemination.	84.0	16.0	88.5	11.5	0.046
72. A research component is included in each graduate student's program.	84.0	16.0	63.9	36.1	2.500
73. The agricultural education faculty is active in securing outside funding for research efforts, including involvement with the state agricultural experiment station.	48.0	52.0	88.3	11.7	13.792**

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
92. The teacher education faculty in agriculture is provided adequate office, conference space, and equipment.	88.0	12.0	98.4	1.6	2.274
93. An exemplary classroom of the type recommended for local vocational agriculture/agribusiness programs is available for instructional activities in agricultural education. The classroom is adequately equipped with appropriate furniture, audio-visual equipment, and reference materials.	96.0	4.0	93.4	6.6	0.002
94. The institution provides a resource center which is used by the staff and students in agricultural education for the development of lesson plans and instructional aids.	92.0	8.0	96.7	3.3	0.145
95. Standard and contemporary reference materials in agricultural education, vocational education, and technical agriculture are available.	96.0	4.0	98.4	1.6	0.016
96. The agricultural education faculty confers at least annually with the appropriate campus library staff(s) to review holdings acquired and to discuss needs.	100.0	0.0	98.4	1.6	0.215

<u>Standard</u>	<u>Illinois Joint Staff</u>		<u>Cooperating Teachers</u>		<u>Chi-Square</u>
	<u>Retain</u>	<u>Revise or Discard</u>	<u>Retain</u>	<u>Revise or Discard</u>	
<u>Evaluation</u>					
97. A continuous systematic evaluation and an annual review of the teacher education program is conducted with the assistance of the advisory committee, state supervisory/consultant staff, employers and graduates based upon stated objectives included in the long and short range plans.	100.0	0.0	93.4	6.6	0.559
98. The criteria and standards instrument developed cooperatively in the National Seminar in 1976 is used in evaluating the Teacher Education program.	66.7	33.3	91.5	8.5	6.210**
99. Both "process" and "product" are examined and evaluated.	92.0	8.0	95.2	4.8	0.004

The general acceptance level of the standards was high; however, the ratings of cooperating teachers and Joint Staff members varied considerably for a few of the standards. In order to focus in on the differences in ratings between the two respondent groups and to test the significance of the difference between the response patterns, chi-square values were calculated and reported. Frequencies reported for the "Revise" column and the "Discard" column were combined in order to increase cell-size to the minimum required for chi-square analysis.

The 25 Joint Staff members who rated the 129 standards (items) indicated that most of the standards should be retained. Seventy-five percent (75%) or more of the Joint Staff respondents voted to retain 100 of the 129 standards (items).

In addition to reviewing the general acceptance level of the respondents towards the standards, the project staff was interested in looking at the differences in ratings of the Joint Staff members and the cooperating teachers. Chi-square values were calculated to pinpoint the standards where significant differences in respondent's ratings existed. The data in Table VI show that significant chi-square values at either the .05 or .01 level of probability were evident for 23 of the standards. These standards and the level of probability are as follows:

1. At least 10 percent of each teacher educator's professional load is allotted to counseling and/or advising students. (.01)
2. A minimum of 10 weeks of student teaching is required in the area for which certification is to be secured. (.05)
3. Observation and/or experience are provided throughout the undergraduate program prior to the student teaching term, and are supervised by the agricultural education staff members. (.05)
4. Doctoral programs are flexible permitting candidates to plan programs to meet individual needs. (.01)

5. Teacher education faculty members provide individual supervision and/or consultative services as requested by the state head supervisor/consultant. (.05)
6. A special credit course with at least 3 on-site consultation visits is provided for beginning and returning teachers. (.01)
7. All agricultural education graduates become employed in the profession or in occupations in agriculture. (.01)
8. Faculty members have evidence of achievements in research and writing as measured by publications and research. (.01)
- 9-13. A minimum of four (4) FTE (full-time equivalent) faculty are employed to meet the technical education requirements of students in each of the following areas:
 - (10) Agricultural engineering and mechanics (.01)
 - (11) Plant and soil science (.01)
 - (12) Animal science (.01)
 - (13) Agricultural economics and business management (.01)
14. Comparable staffing is provided in specialized areas of certification (e.g. ornamental horticulture, agricultural products processing, forestry and natural resources. (.01)
15. Each teacher educator makes one or more contributions annually to the profession in each of the following areas:
 - c. scholarly writing (.01)
16. A minimum of one-half or 10 percent of total staff time, whichever is greater, is allocated to research efforts. (.05)
17. The agricultural education faculty is active in securing outside funding for research efforts, including involvement with the state agricultural experiment station. (.01)
18. Departmental decision-making efforts rely on the use of committee work with evident results. (.05)
19. Concurrence is obtained from the state staff prior to employment of new staff members in teacher education. (.01)
20. An annual written agreement with the appropriate state agency is in operation indicating services to be provided by teacher educators and by supervisors. (.05)
21. The teacher education staff provides service to the university faculty and other groups aimed at the improvement of instruction. (.05)

22. Vocational agriculture/agribusiness instructional resource center is maintained with resources and consultation services available to university personnel and secondary and postsecondary teachers. (.01)
23. Major portions of funding are provided by the university with supplemental funds obtained from the state and federal agencies and other sources. (.01)

As mentioned previously, the cooperating teachers tended to support the national standards more than the Joint Staff members did. The Joint Staff, which included the teacher educators, gave stronger support to standards related to research, scholarly publications, writing, and funded projects. The cooperating teachers tended to support standards related to high placement rates, longer periods of student teaching, heavy staff involvement in counseling, high staff resources in the technical areas, and close university-state office relationships. By examining the standards in Table VI which carry a significant chi-square value, the reader can observe that these two groups of respondents are not in complete agreement on what should be emphasized in teacher education programs.

The respondents suggested 14 new standards to be added. These new standards are as follows:

Certification

1. Provisional certification is provided to teachers who have demonstrated by desire their willingness to teach vocational agriculture/agribusiness and who have contacted a teacher education staff about professional improvement in the area of vocational agriculture/agribusiness. This would be provided to established teachers of other disciplines who have an agriculture/agribusiness background and desire to teach vocational agriculture/agribusiness but lack a degree in agricultural education. Full certification would be provided upon completion of a prescribed course of inservice work or graduate courses in vocational agriculture/agribusiness (not equivalent to an advanced degree) and supervision by a teacher educator for two school years.

2. The requirement of 2000 hours of paid work experience in the occupational area for which teacher certification is sought will be recognized and promoted as a goal for all agricultural occupations teachers. All students will be required to have at least 500 hours of paid work experience prior to student teaching and this work experience must be in the student's teaching specialty.
3. No agriculture can be taught, such as an agri-business class, unless the teacher is a qualified teacher in vocational agriculture.

Preparation of Agriculture Teachers

1. An assessment of each student's potential as a teacher of agricultural occupations will be made at the close of each practicum experience or course by cooperating teachers and university supervisors.
2. Each student will be required to complete 100 hours of pre-student teaching field experience.
3. All Agricultural Education students should receive a minimum of 10 hours of instruction on the FFA. This instruction will be carried out by the teacher training staff and resource people from the Roanoke office and local FFA advisors who have an active and successful FFA program.
4. Cooperating teachers must be a member of their professional agriculture teachers' association.
5. Student teachers in agricultural occupations will be supervised by a qualified supervisor who is a member of the Agricultural Education staff.
6. Student teaching stations must have minimum requirements including cooperating teachers who are members of the professional organizations, a minimum of 11 month contract, regular use of advisory committees, active FFA chapter, adult program, etc.
7. There should be a course required in curriculum about the FFA organization, contents, etc. for the beginning teacher in vocational agriculture during the last semester before teacher takes a job.
8. Student should be aware of subject areas and units to be taught before they go to cooperating center for student teaching.
9. All teacher education programs shall include instruction in the responsibilities of a teacher of agriculture during the summer months and such instruction shall include at least two weeks of experience in a school during the summer months.

10. An annual follow-up survey of graduates will be made by the Agricultural Education staff at each university to determine (a) occupations of graduates and (b) graduates' assessment of the training program for teachers of agricultural occupations.
11. Teacher educators should impress upon the new teacher not to work for less than an 11 month contract and to teach agriculture only.

PROGRAM GUIDELINES FOR TEACHER EDUCATION IN AGRICULTURAL OCCUPATIONS

Based on an analysis of survey data collected from the Illinois Joint Staff and from cooperating teachers on the proposed list of national standards for teacher education in agriculture, the following list of program guidelines has been developed. Each program guideline is followed by a list of essential or recommended competencies or activities that might be used to implement the guideline. After these program guidelines and possible activities/competencies have been revised and refined by the project consultants - cooperating teachers and the Illinois Joint Staff will finalize and subsequently prioritize these activities.

A. Selection, Preparation and Placement of Agriculture Teachers

1. Recruitment, Enrollment and Selection
2. Advisement and Counseling
3. Methods of Teaching Agriculture
4. Curriculum and Program Development
5. Supervised Occupational Experience (S.O.E.)
and Cooperative Education
6. FFA Chapter Advisement
7. Advisory Council
8. Adult and Young Farmer Education
9. Instruction in Agriculture
10. Preclinical and Clinical Experiences
11. Professional Development
12. Placement

B. Graduate and Inservice Teacher Education

1. Master's Level Degree Programs
2. Doctoral Level Degree Programs
3. Inservice Education

C. Teacher Educators and Cooperating Teachers

1. Selection, Employment, and Qualifications of Teacher Educators
2. Responsibilities of the Agricultural Education Staff
3. Professional Development
4. Cooperating Teachers

D. Program Organization, Coordination, and Administration

1. Administrative Organization
2. Statewide Coordination
3. Program Financing, Facilities, and Equipment
4. Program Evaluation

A. Selection, Preparation and Placement of Agriculture Teachers

1. Recruitment, Enrollment and Selection:

A continuing program of recruitment will be undertaken to insure that a sufficient number of competent agriculture teachers are prepared to meet the demand for new teachers in Illinois.

- a. One agricultural education faculty member is responsible for coordinating recruitment activities. _____
- b. Agricultural education faculty play an active role in promoting agricultural education during student guest days, new student week, and agricultural orientation programs on campus. _____
- c. Agricultural education staff will have an up-to-date, attractive brochure highlighting the advantages of a career in agricultural education for distribution to potential new students. _____
- d. Incentive programs, such as scholarship or award programs, are established to encourage more students to pursue agricultural education. _____
- e. Annual contacts are made with both secondary and postsecondary agricultural programs (personal visits and/or direct mailings) to remind these agricultural educators of the continuing demand for teachers. _____
- f. Students enrolled in technical agriculture curricula will be encouraged to have a dual major in agricultural education so they will be able to simultaneously complete the requirements for teacher certification. _____
- g. A Capstone program providing for the transfer of technical credit in agriculture will be provided for community college students who wish to transfer to Agricultural Education programs at four-year institutions. _____
- h. Students are required to have a 3.5 GPA on a 5.0 scale to be admitted to student teaching. _____
- i. Students are required to have at least 500 hours of work experience in the occupational area of their teaching option prior to graduation. _____

2. Advisement and Counseling:

The agricultural education faculty will have regular contact with students majoring in agricultural education to insure that they are progressing satisfactorily in their degree program and toward teacher certification; to be available to answer questions and to help them solve any problems that arise; and to be available to counsel prospective students about pursuing a degree program in agricultural education.

- a. Students enrolled in agricultural education will be advised of the occupational experience requirements and appropriate steps will be taken to assist students in obtaining these experiences, as well as to record and document all relevant occupational experiences. _____
- b. Students enrolled in a double major, with one program being agricultural education, will be advised by faculty from both curricula. _____
- c. Students who plan to major in agricultural education will be identified as soon as possible for advisement and counseling purposes. _____
- d. Teacher educators will have no more than 25 regular undergraduate students as advisees. _____
- e. Teacher educators will schedule and keep regular office hours for the purpose of advising and counseling students. _____
- f. Prior to student teaching, each student will be interviewed by a panel of cooperating teachers and teacher educators to assess the student's potential as a teacher of agricultural occupations and their readiness for student teaching. Students will be advised, in writing, of the panel's recommendations. _____
- g. All Students enrolled in agricultural education will be advised by Agricultural Education staff members. _____

3. Methods of Teaching Agriculture:

Students preparing to teach agriculture will become knowledgeable about a variety of teaching methods prior to the student teaching experience.

- a. Students will know and have limited laboratory experience practicing the following teaching methods: (1) problem solving, (2) demonstration, (3) question-answer discussion, (4) individualized instruction, (5) conducting a field trip, (6) lecture-presentation. _____
- b. Students will know how and gain experience utilizing the following teaching aids: (1) overhead projector, (2) slide film projector, (3) 16 mm film projector, (4) the chalk-board, etc. _____
- c. Students will know how to write lesson plans that will be useful to them in organizing and conducting an effective instructional program. _____
- d. Students will know how to write examination questions and to utilize other evaluation techniques to measure and grade student progress in the classroom, in the school shop, greenhouse, or land laboratory, and in the student's S.O.E. or cooperative education program. _____
- e. Students will be knowledgeable about and be able to utilize a variety of techniques to maintain class discipline. _____
- f. Students will be able to prepare individualized educational programs and be able to teach handicapped and other special need groups effectively. _____
- g. Students will be able to select and use appropriate methods of stimulating their students' interest in what is to be learned. _____

4. Curriculum and Program Development:

Students in agricultural education will learn how to organize and implement an agriculture program that is appropriate to the community being served by the local high school.

- a. Students will know the basic principles of assessing community and student needs; and, on the basis of this information, to develop a basic course of study for the local department. _____
- b. Students will understand the purpose of and be able to develop annual and long-range plans, and they will be able to write and utilize annual reports. _____
- c. Students will know the purposes of articulation and the need for coordinating the local agriculture program with other agricultural education programs that serve the local community. _____
- d. Students will know the basic procedures of determining, securing, and maintaining instructional materials, facilities, and equipment. _____
- e. Students will understand the purposes of a K-8 career awareness program in agriculture and their role in working with elementary school teachers. _____

5. Supervised Occupational Experience (S.O.E.)
and Cooperative Education:

Agriculture education students will understand the importance of and be able to assist high school students in developing and carrying out (including record keeping) appropriate occupational experiences.

- a. A minimum of 12 contact hours of instruction will be spent on S.O.E. and cooperative education programs prior to student teaching. _____
- b. Students will know how to complete student S.O.E. record books, including the use of the Tom Farmer problem. _____
- c. Students will understand the importance of and the teacher's responsibilities in making regular supervisory visits to the student's S.O.E. project(s) and/or job site. _____

6. FFA Chapter Advisement:

Agriculture education students must be knowledgeable about the FFA and know the role of the FFA advisor in developing the leadership, social, citizenship, and organizational skills of young people.

- a. Agriculture education students will participate in at least two sectional, district, and/or state-wide FFA events prior to student teaching. _____
- b. Student teachers will attend the National FFA convention in Kansas City. _____
- c. At least 20 contact hours will be spent learning about FFA programs and activities prior to student teaching. Students will be knowledgeable about the different proficiency and chapter award programs, FFA degrees, community service programs, and judging contests and they should be able to assist students in competing for these awards and distinctions. _____
- d. Student teachers will serve as assistant chapter advisors, including functioning as the advisor in the opening ceremonies. _____

7. Advisory Council:

Students in agricultural education will understand the role of and gain experience in conducting an agricultural advisory council.

- a. A minimum of 6 contact hours will be spent learning about and how to conduct an effective advisory council for the agriculture program. _____
- b. Student teachers will have the opportunity to observe and to participate in at least one advisory council meeting. _____

8. Adult and Young Farmer Education:

Students in agricultural education will understand and gain experience in organizing adult and/or young farmer programs.

- a. A minimum of 8 contact hours will be spent learning how to organize and conduct adult and young farmer programs. _____
- b. Student teachers will have the opportunity to teach at least one adult class. _____
- c. Where appropriate student teachers will have the opportunity to serve as the assistant adviser to the local young farmer chapter. _____
- d. Students will understand how the teaching of adults should differ from teaching high school students and will be able to use appropriate techniques in teaching adults. _____

9. Instruction in Agriculture:

Students preparing to teach agriculture will be technically competent in their specialty teaching area.

- a. All agricultural education graduates will successfully complete at least 40 semester hours or 60 quarter hours of technical agriculture courses. _____
- b. Institutions qualifying students in specialty areas, such as agricultural production, agricultural mechanization, agricultural supply and service, ornamental horticulture or agricultural resources, should have an approved program of study for each option offered. _____
- c. Institutions offering technical specialty options within the agricultural education curriculum should have a sufficient number of qualified faculty to regularly teach the technical agriculture course requirements for those options offered. _____
- d. All agricultural education graduates will successfully complete at least one course in each of the following areas: agronomy, animal science, horticulture, agricultural economics, agricultural mechanics. _____

10. Preclinical and Clinical Experiences:

All students being certified to teach agriculture in Illinois will have sufficient time observing and working with a competent agriculture teacher(s) to gain experience carrying out all of the major responsibilities of an agriculture teacher.\

- a. A minimum of 100 hours of supervised, preclinical experience will be spent observing and assisting a competent agriculture teacher. _____
- b. A minimum of 2 weeks supervised summer experience will be spent with a cooperating teacher to learn how a quality summer program is conducted. _____
- c. A minimum of 8 weeks will be spent actually practice teaching under the guidance of an experienced cooperating teacher. _____
- d. Student teachers will be visited and supervised a minimum of three times (one-half day visit per student teacher) during the student teaching period by a qualified supervisor who is a member of the agricultural education staff. Written feedback will be given to each student teacher after each visit to assess progress and identify areas for improvement. _____
- e. Cooperating teachers will observe the student teacher a minimum of one class per day and will provide the student teacher with comments and suggestions for improvement on a daily basis. _____

11. Professional Development:

Professional development activities are available to all agricultural education students as an integral part of their academic program.

- a. All students should have the opportunity and be encouraged to become student members of IAVAT (Illinois Association of Vocational Agriculture Teachers). _____
- b. An agricultural education student organization(s) (such as Collegiate FFA and/or Agricultural Education Club) is available to all agricultural education majors and students are encouraged to be active, participating members. _____
- c. Agricultural education students are expected to participate in at least one student IAVAT conference during their undergraduate program. _____
- d. The honorary agricultural education student organization, Alpha Tau Alpha (ATA), will be available to all students who meet membership requirements and students will be encouraged to become active members while on campus. _____

12. Placement:

The agricultural education staff will provide a clearing-house and counseling service for graduating seniors and other newly certified agriculture teachers to insure that the highest proportion of newly trained teachers are placed in agriculture teaching positions.

- a. One agriculture education faculty member is responsible for coordinating placement activities for this department. _____
- b. All agricultural education graduates will be provided with job placement counseling to assist them in becoming successfully employed in an agricultural education position. _____
- c. Schools seeking to hire a new agriculture teacher will be provided with a list of forthcoming or recent graduates and other information as may be requested by the school. _____
- d. Current information on new job openings and on students seeking agriculture teaching positions will be regularly shared with the Illinois Joint Staff. _____
- e. Letters of recommendation for student teachers will be written by cooperating teachers and university supervisors and placed in the student's credentials unless the student rejects this procedure. _____
- f. A complete placement record of graduates will be kept on file in the agricultural education office. _____

B. Graduate and Inservice Education

1. Master's Level Degree Programs(optional):

Institutions offering Master of Science or Master of Education programs in agricultural education will develop an academic program(s) that will enhance the professional development of agriculture teachers in Illinois.

- a. Master degree programs provide sufficient flexibility to enable the agriculture teacher and his/her graduate adviser to plan an academic program specifically designed to enhance the professional development of the student. _____
- b. Technical and professional graduate courses are available on campus during the summer and at key locations in the State during the academic year to enable agriculture teachers to steadily pursue their master's degree in agricultural education. _____
- c. Master degree programs will include both course work in agriculture and course work in agricultural education. _____

2. Doctoral Level Degree Programs (optional):

Institutions offering doctoral level degree programs in agricultural education should prepare teachers of agricultural occupations and other agricultural education personnel for leadership positions in areas such as teacher education, research, curriculum development, supervision, and administration.

- a. Graduate students who are interested in becoming teacher educators or who are interested in some other type of professional education position are advised to pursue the Doctor of Education (Ed.D.) degree; graduate students who are more interested in educational research and in advancing knowledge in agricultural education are advised to pursue the Doctor of Philosophy (Ph.D.) degree. _____
- b. Doctoral student research should be closely related to the ongoing programmatic research thrust of the agricultural education faculty. _____
- c. Thesis research topics of Doctor of Education students will deal with specific problems of teacher education and/or improving educational practice in schools. _____
- d. Preliminary and final examination committees of agricultural education doctoral students will be chaired by an agricultural education faculty member. _____
- e. Students admitted to a doctoral program must have completed at least two years of successful teaching or some other type of professional work in education. _____

3. Inservice Education:

Leadership for a coordinated program of inservice education will be provided by the Illinois Joint Staff, with the IAVAT, each teacher education institution and Vocational Agriculture Service working together in a coordinated effort to provide both beginning and experienced teachers with quality inservice education programs.

- a. Educational needs of teachers are identified cooperatively by teachers, teacher educators, State agricultural occupations consultants, and Vocational Agricultural Service staff through the Illinois Joint Staff mechanism. _____
- b. Teacher educators, Vocational Agricultural Service staff and State consultants participate with teachers in planning and conducting the annual June Conference of Agricultural Occupations Teachers and in conducting workshops associated with the Illinois Vocational Association convention. _____
- c. Vocational Agriculture Service prepares and distributes curriculum materials for agriculture teachers and presents short courses and other workshops throughout the State as requested by teachers. _____
- d. A special first-year teacher course is offered each fall to help beginning teachers solve immediate problems and to assist them in planning a course of study that is appropriate to the needs of their local community. _____
- e. An FFA advisor's workshop is conducted in the fall of each year to assist beginning teachers in establishing active FFA chapters. _____

C. Teacher Educators and Cooperating Teachers

1. Selection, Employment, and Qualifications of Teacher Educators:

Agricultural education faculty members will be selected on the basis of demonstrated competence in the field as an agriculture teacher and on the basis of their intellectual ability; individuals selected should also have the potential to give professional leadership to agricultural education at the State and possibly the national level.

- a. All agricultural education staff members meet requirements for certification to teach agricultural occupations, including at least 3 years of successful teaching experience. _____
- b. All tenure track faculty in agricultural education have an earned doctoral degree; all academic professionals and advanced graduate students who assist with teacher education have earned master's degrees in agricultural education, or the equivalent. _____
- c. Search committees for new agricultural education faculty will include current agricultural education faculty, faculty from at least one technical agriculture discipline and an agricultural occupations consultant from the Illinois Office of Education. _____
- d. A minimum of two full-time equivalent (FTE) faculty are employed to help students learn needed competencies in agricultural education, to advise students and to supervise clinical and preclinical experiences. One FTE academic professional and/or advanced level graduate student is provided for each ten degree/certification recipients.
- e. All agricultural education faculty members hold calendar year appointments. _____
- f. Agriculture education faculty who are granted tenure will have demonstrated professional leadership by participating at State and national meetings and through publication in professional magazines and/or scholarly journals. _____

2. Responsibilities of the Agricultural Education Staff:

The agriculture education staff is responsible for developing a balanced program of teaching, research, and service with a primary objective being to prepare agricultural occupations teachers for Illinois.

- a. The teacher education staff provides leadership to students through the collegiate professional student organization(s) emphasizing the role of the teacher to his/her professional organization. _____
- b. The agricultural education faculty is active in securing outside funds for curriculum development and/or research efforts. Projects in teacher education or projects that affect practice in schools, which are submitted to the Illinois Office of Education, must be endorsed by the Illinois Joint Staff. _____
- c. One or more members of the agricultural education staff attend each meeting of the Illinois Joint Staff. _____
- d. The agricultural education staff holds an annual workshop to review and update its one and five year plan for implementing and improving its teacher education program. _____
- e. Members of the agricultural education staff will participate in or provide service activities to their department, college, and university, as requested, and professional agricultural education and other groups at the State and national levels as is consistent with departmental objectives. _____
- f. Regularly scheduled staff meetings are held to coordinate the work of the department among the staff. _____
- g. Major departmental responsibilities in the areas of teaching, research, and service are shared, but leaderships for specific departmental tasks, such as student recruitment, coordination of student teaching, and serving as faculty adviser for the student professional organization(s) are assigned to specific staff members. _____

- h. Each agricultural education faculty member will present/
publish at least one professional paper per year. _____

3. Professional Development:

The agricultural education staff cooperatively develops and participates in an annual professional development program designed to strengthen teacher education.

- a. Each staff member participates annually in one or more recognized professional meetings at the State, regional, or national level. _____
- b. Each eligible teacher educator participates in sabbatical leave opportunities. _____
- c. Each teacher educator uses evaluation tools, such as student and peer evaluations, to improve his/her teaching ability and to determine other areas in which professional improvement should be made. _____
- d. Each teacher educator maintains active membership in at least the following professional organizations: AVA, IVA, IAVAT, NVATA, and AATEA (American Association of Teacher Educators in Agriculture). _____

4. Cooperating Teachers:

Cooperating teachers, who work with student teachers during their professional internship, will be professional agricultural educators with an established record of teaching competence.

- a. Cooperating teachers will have at least a master's degree and 5 years of teaching experience. _____
- b. Cooperating teachers will be oriented and updated on new developments in teacher education through an annual cooperating teachers conference. _____
- c. Cooperating teachers must be members of the Illinois Association of Vocational Agriculture Teachers (IAVAT) and the National Vocational Agriculture Teachers Association (NVATA). _____
- d. Cooperating teachers, who work with student teachers in the agricultural production option, must be on an 11-month contract. _____
- e. Cooperating teachers must (1) have an ongoing advisory council, (2) teach at least one adult course per year, (3) have an active FFA chapter. _____

D. Program Organization, Coordination, and Administration

1. Administrative Organization:

The teacher education program in agricultural occupations is administratively organized to facilitate the preparation of agriculture teachers and to carry out other related programs (such as research and graduate education) as may be appropriate to the department.

- a. A separate identifiable administrative unit within the University is responsible for teacher education in agricultural occupations, including pre- and inservice teacher education, research, and service. _____
- b. A teacher educator in agricultural education is responsible for administering and supervising the agricultural education program within the appropriate University administrative structure. _____

2. Statewide Coordination:

The agricultural education staff will participate regularly in Illinois Joint Staff meetings and establish other mechanisms to insure that a high quality teacher education program in agricultural occupations is maintained.

- a. One or more agricultural education staff members will attend and actively participate in each Illinois Joint Staff meeting.
- b. An advisory council comprised of representatives of secondary and postsecondary teachers, the State consultants staff, and personnel from related agribusiness and/or farm organizations assist in formulating annual and 5-year plans for teacher education in agriculture.
- c. The teacher education staff works closely with the State agricultural occupations consultants staff and with the IAVAT executive staff to coordinate preservice and inservice education programs.

3. Program Financing, Facilities, and Equipment:

The University will provide sufficient funding for staffing and staff development, program development, facilities and other resources needed to conduct a high quality teacher education program in agricultural occupations.

- a. The University will provide sufficient faculty and staff positions to effectively carry out a quality teacher education program in agricultural occupations. _____
- b. Grants will be obtained whenever possible from U.S.O.E., I.O.E., and other sources for special innovative curriculum development and research projects. _____
- c. Modern livestock, greenhouse, agricultural mechanics and experimental farm facilities are used in providing technical agriculture instruction within the teacher education program. _____
- d. The teacher education faculty in agricultural occupations is provided adequate office, conference space, and equipment. _____
- e. An exemplary classroom of the type recommended for local agricultural occupations programs is available for instructional activities in agricultural education. The classroom is adequately equipped with appropriate furniture, audiovisual equipment, and reference materials. _____
- f. The institution provides a resource center which is used by the staff and students in agricultural education for the development of lesson plans and instructional aids. _____
- g. Standard and contemporary reference materials in agricultural education, vocational education, and technical agriculture are available. _____
- h. The agricultural education faculty confers at least annually with the appropriate campus library staff(s) to review holdings acquired and to discuss needs. _____

4. Program Evaluation:

A continuing effort of program evaluation will be undertaken to strengthen the teacher education program in agricultural occupations.

- a. An annual follow-up study of agricultural education graduates will be undertaken to document placement records and to provide feedback on improving the teacher education program.
- b. An annual internal review is undertaken by the department to compare the previous year's program of work with the Program Guidelines and Validated Criteria for Teacher Education in Agricultural Occupations.
- c. An external program evaluation will be completed every 5 years by the Illinois Office of Education to insure that high quality program standards are maintained.
- d. The head teacher educator in agricultural education will prepare an annual written report of the program and make it available to Joint Staff, teachers of agriculture, and university administrators.

CONCLUSION

The preceding draft of new standards and operational procedures has been developed by the project staff and reviewed by the project consultants. This list is an attempt to develop a more useful set of program standards and some basic activities and procedures that appear appropriate in achieving these standards. This draft list is still tentative, however, and must be further refined and modified by cooperating teachers and the Illinois Joint Staff. These activities will occur during Phase II of the project, which will include an articulation conference of all teacher educators in agriculture from the four state universities and a statewide conference of cooperating teachers. Following these activities, the standards themselves will be validated and the operational procedures will be prioritized in terms of the importance of each item under any particular standard. Standards and/or procedures which do not achieve a minimum level of support from the cooperating teachers and Illinois Joint Staff will be discarded from the final list and will not be included in the Program Review Kit for self-evaluation.

APPENDIX

APPENDIX A

PRELIMINARY DATA SHEET-COOPERATING TEACHERS

TEACHER EDUCATION STANDARDS PROJECT

- ID _____ 1-3
1. Name _____
2. School _____
3. University you serve or have served as a cooperating teacher: (Circle one) 4-6
- a. Illinois State University 1 7
 - b. University of Illinois 2
 - c. Southern Illinois University 3
 - d. Western Illinois University 4
4. Years of teaching experience _____ 8,9
5. Total number of student teachers you have supervised? (Do not include pre-student teaching assignments). _____ 10,11
6. What is your primary teaching area: (Circle one)
- Ag Production 1 12
 - Horticulture 2
 - Ag Mechanics 3
 - Other (specify) 4
7. Do you teach in a multiple or single teacher department:
- Multiple department 1 13
 - Single teacher department 2

SURVEY FORM A - TEACHER EDUCATION STANDARDS

This survey has been designed to gather opinions of Cooperating teachers, state consultants, and teacher educators regarding the value of a list of national standards in the evaluation of teacher education programs in agriculture at Illinois State University, Southern Illinois University, Western Illinois University and the University of Illinois. The question you were asked is "Should this standard be retained, revised, or discarded?" In addition, space is provided at the end of the questionnaire for you to revise any of the standards you wish to revise or to write "new" standard not included on the list. Please proceed as follows:

1. Circle the code number in the appropriate column to indicate if each of the standards should be retained, revised, or discarded.
2. On the Revision Sheet, you may revise any standard which you feel should be revised. You are not obligated to revise or rewrite every standard which you indicated needed revision.
3. On the New Standard Sheet, list new standards which you would like to see added to the list. If you have no additional standards to suggest, leave this sheet blank.
4. Return completed survey form in the enclosed stamped envelope by March 3, 1979.

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
	<u>Recruitment</u>				
1.	One agricultural education faculty member is responsible for coordinating the recruitment efforts and serves as a liaison with admissions personnel and others involved in the college recruitment program.	1	2	3	14
2.	Emphasis is placed on the recruitment of students for agricultural education from various segments of the educational system including secondary and postsecondary agricultural programs, other departments of the college, and other colleges.	1	2	3	15
3.	People and organizations are involved actively in the recruitment of potential agricultural education students.	1	2	3	16
4.	Programs are being conducted to promote and secure scholarships, fellowships, and financial assistance funds specifically to support agricultural education students.	1	2	3	17
	<u>Enrollment</u>				
5.	Students enrolling in the agricultural education program are informed of the occupational experience and/or a supervised internship requirements as prerequisites to certification and for teaching.	1	2	3	18

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5.	Students enrolling in the agricultural education program are informed of the occupational experience and/or a supervised internship requirements as prerequisites to certification and for teaching.	1	2	3	18

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
6.	Means are provided to facilitate dual major students enrolled in an area of technical agriculture and simultaneously completing requirements for teacher certification.	1	2	3	19
7.	The agricultural education faculty in cooperation with the state supervisory/consultant staff conducts annual needs assessments to determine new and replacement teacher requirements at both the secondary and postsecondary levels.	1	2	3	20
<u>Counseling</u>					
8.	At least ten percent of each teacher educator's professional load is allotted to counseling and/or advising students.	1	2	3	21
9.	Underclassmen enrolled in other curricula who are considering the agricultural education program, will also have an advisor assigned from the agricultural education faculty.	1	2	3	22
10.	Students enrolled in a dual major, with one of the programs being agricultural education, will be advised by faculty from both programs.	1	2	3	23
11.	Students who plan to major in agricultural education are identified as early as possible for advisement, counseling, and placement purposes.	1	2	3	24
12.	Sufficient teacher education faculty members are available to provide no more than 25 advisees per educator.	1	2	3	25
<u>Instructional Program</u>					
13.	The agricultural education curriculum provides for an adequate preparation of teachers of vocational agriculture/agribusiness with coursework distributed as follows: general education 20-30% professional education 20-30% technical 30-40% electives 10%	1	2	3	
14.	The program of general education contributes toward making the prospective teacher mobile and adaptable with interests, appreciations, and understandings needed to participate effectively in agriculture and education.	1	2	3	
15.	The social, psychological, and educational foundations are provided as an integral component of the instructional program.	1	2	3	

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
16.	Methods courses in agricultural education and field experiences are closely integrated in the professional preparation programs of teachers of agriculture/agribusiness.	1	2	3	29
17.	Trainees develop the following teaching skills:				
	a. Using the problem solving procedure	1	2	3	30
	b. Using demonstrations	1	2	3	31
	c. Using field trips	1	2	3	32
	d. Using community resources	1	2	3	33
	e. Providing individualized instruction	1	2	3	34
	f. Using micro teaching	1	2	3	35
	g. Using teaching aids	1	2	3	36
	h. Guiding students in selecting, planning and conducting occupational experience programs	1	2	3	37
	i. Supervising occupational experience programs	1	2	3	38
	j. Organizing and using the FFA to strengthen the instructional programs	1	2	3	39
	k. Using the principle of learning in teaching	1	2	3	40
	l. Organizing and teaching postsecondary students and adults	1	2	3	41
	m. Organizing and advising FFA, YFEA, and other leadership developing organizations.	1	2	3	42
	n. Organizing programs and teaching the handicapped, and other special need groups.	1	2	3	43
	o. Providing career awareness and exploration programs in the elementary and middle school grades.	1	2	3	44
18.	Trainees acquire the following management skills:				
	a. Organizing and using a local advisory committee	1	2	3	45
	b. Determining community and student needs	1	2	3	46
	c. Developing long-range and annual plans	1	2	3	47
	d. Developing course of study for local department	1	2	3	48
	e. Arranging for adequate occupational experience programs	1	2	3	49
	f. Determining and securing needed instructional materials	1	2	3	50
	g. Determining and securing needed facilities and equipment	1	2	3	51
	h. Developing and using a filing system	1	2	3	52
	i. Organizing a multiple-teacher department	1	2	3	53
	j. Evaluating students and programs	1	2	3	54
	k. Making and analyzing annual reports	1	2	3	55
	l. Articulation between secondary and postsecondary programs	1	2	3	56

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
19.	Cooperating schools at the secondary and post-secondary levels to be used for student teaching and other field experiences are selected by the teacher educators in cooperation with the staff of the state agriculture/agribusiness education section.	1	2	3	57
20.	Criteria to be used in the selection of cooperating schools are developed by the teacher educators, state supervisors and a selected group of secondary and post-secondary teachers.	1	2	3	58
21.	Cooperating teachers are prepared for their responsibility through an annual cooperating teacher conference sponsored jointly by the teacher educator and supervisor/consultant staffs.	1	2	3	59
22.	A minimum of 10 weeks of student teaching is required in the area for which certification is to be secured.	1	2	3	60
23.	Observation and/or experience are provided throughout the undergraduate program prior to the student teaching term, and are supervised by the agricultural education staff members.	1	2	3	61
24.	Internships in supervised occupational experience for various periods of time are provided in several speciality areas in agriculture in cooperation with selected employers to develop needed technical skills in teaching.	1	2	3	62
25.	The teacher education staff provides leadership to the trainees through the collegiate professional student organization emphasizing the role of the teacher to his/her professional organizations, to the administration and fellow staff members.	1	2	3	63
26.	Each trainee is observed and supervised, by an agricultural education staff member a minimum of three times in the student teaching center.	1	2	3	64
<u>Graduate M.S. Level</u>					
27.	A flexible masters degree program in agricultural education with and without a thesis is available.	1	2	3	65
28.	Technical and professional graduate course offerings are available summers, during the academic year and off-campus.	1	2	3	66
29.	Graduate programs provide for inservice training, professional development, and attainment of advanced degrees.	1	2	3	67

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
30.	Graduate committees are chaired by agricultural education faculty members.	1	2	3	68
31.	Graduate courses are designed and offered to meet special student needs.	1	2	3	69
<u>Graduate Ph.D. Level</u> (In institutions where resources are available and need exists.)					
32.	Agricultural education in cooperation with the Graduate School provides a doctoral program to prepare teachers of vocational agriculture and other agricultural education personnel for leadership positions in such areas as teacher education, supervision, administration, research, and curriculum development.	1	2	3	70
33.	Degree candidates are carefully screened.	1	2	3	71
34.	Doctoral programs are flexible permitting candidates to plan programs to meet individual needs.	1	2	3	72
35.	Appropriate experience in applied research techniques is included in the program.	1	2	3	73
<u>Inservice Education</u>					
36.	An inservice program for the improvement of teachers and further development of programs of vocational agriculture/agribusiness is provided.	1	2	3	74
37.	Teacher needs are identified cooperatively by teachers, teacher educators, and supervisors of vocational agriculture/agribusiness.	1	2	3	75
38.	Programs include both credit and non-credit offerings on and off campus throughout the state and are planned on a long-range basis.	1	2	3	76
39.	A special summer session of technical and professional courses, workshops and seminars is conducted.	1	2	3	77
40.	Faculty members in agricultural education participate with teachers and supervisors in planning and conducting an annual state teachers conference, judging contests, state FFA convention, YFEA convention, etc.	1	2	3	78
41.	Teacher education faculty members provide individual supervision and/or consultative services as requested by the state head supervisor/consultant.	1	2	3	79

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ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
42.	An instructional materials service, prepares, and distributes curriculum materials needed by teachers.	1	2	3	4
43.	There are policies and means provided which enable selected teachers to assist other teachers technically and professionally.	1	2	3	5
44.	A special credit course with at least 3 on-site consultation visits is provided for beginning and returning teachers.	1	2	3	6
45.	Credit and non-credit seminars and workshops are provided for postsecondary teachers.	1	2	3	7
<u>Certification</u>					
46.	Teachers of agriculture are certified only in the agricultural subject areas in which they were prepared to teach and have demonstrated competence.	1	2	3	8
47.	Certification requires successful completion of an approved degree program in agricultural education and documentation of a prescribed period of approved occupational experience.	1	2	3	9
<u>Placement</u>					
48.	Seventy-five percent of those students completing the agricultural education program, with a secondary or postsecondary teaching objective, are employed as vocational agriculture/agribusiness teachers.	1	2	3	10
49.	All agricultural education graduates become employed in the profession or in occupations in agriculture.	1	2	3	11
50.	One agricultural education faculty member is assigned the responsibility for coordination of placement activities of graduates.	1	2	3	12
51.	All agricultural education graduates are provided job placement counseling to assist them in becoming successfully employed.	1	2	3	13
52.	Seventy-five percent of the students who initially enroll in agricultural education complete the requirements of that curriculum.	1	2	3	14
<u>Staffing</u>					
53.	Seventy-five percent of the agricultural education faculty have earned an doctorate degree; 100 percent have earned masters degrees in agricultural education, or equivalent.	1	2	3	15

ID NO.	Standards	Identification of Need for Standards			
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54.	All faculty meet requirements for certification to teach vocational agriculture/agribusiness, including at least three years of successful teaching experience in vocational agriculture/agribusiness in the area of areas in which the faculty member is providing leadership.	1	2	3	16
55.	Members of the agricultural education faculty have twelve month appointments.	1	2	3	17
56.	Faculty members have evidence of achievements in research and writing as measured by publications and research.	1	2	3	18
57.	Faculty members have demonstrated leadership roles and are participating in professional organizations and state and national professional improvement meetings.	1	2	3	19
58.	A minimum of two FTE (full-time equivalent) faculty are employed to help students learn needed competencies in agricultural education, advise students and supervise intern experiences. One FTE instructional staff member is provided for each ten degree/certification recipients (BS, MS, and PhD). An equal number of FTE staff members provide research and/or in-service functions.	1	2	3	20

Technical

59.	A minimum of four (4) FTE full-time equivalent faculty are employed to meet the technical education requirements of students in each of the following areas:				
a.	Agricultural engineering and mechanics	1	2	3	21
b.	Plant and soil science	1	2	3	22
c.	Animal science	1	2	3	23
d.	Agricultural economics and business management	1	2	3	24
60.	Comparable staffing is provided in specialized areas of certification (e.g. ornamental horticulture, agricultural products processing, forestry and natural resources).	1	2	3	25

Support Staff

61.	One (1) FTE secretary is provided for each three (3) FTE professional staff members.	1	2	3	26
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ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
62.	The teacher education faculty includes one (1) graduate assistant for each FTE graduate level faculty member.	1	2	3	27
	<u>Professional Development</u>				
63.	Each teacher educator participates annually in one or more recognized professional development meetings at the institutional, state, regional or national levels.	1	2	3	28
64.	Each eligible teacher educator participates in sabbatical leave opportunities.	1	2	3	29
65.	Each teacher educator makes one or more contributions annually to the profession in each of the following areas:				
	a. research	1	2	3	30
	b. consulting	1	2	3	31
	c. scholarly writing	1	2	3	32
66.	Professional development incentives are provided through promotion and tenure standards, merit raises, and teaching, service and research awards, etc.	1	2	3	33
67.	The teacher education faculty cooperatively develops and participates in an annual professional development program designed to strengthen teacher education.	1	2	3	34
68.	Each teacher educator uses evaluation tools, such as this instrument on standards, and student and peer evaluations, to determine areas in which professional improvement should be made.	1	2	3	35
	<u>Research</u>				
69.	A minimum of one half or 10 percent of total staff time, whichever is greater, is allocated to research efforts.	1	2	3	36
70.	A research advisory committee composed of representatives from agricultural industry, supervisors, and teachers of secondary, post-secondary and adult programs meet semi-annually to identify priorities and plan research efforts.	1	2	3	37

ID NO.	Standards	Identification of Need for Standards			
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71.	A planned system for dissemination of research results in used within the state and existing systems (e.g. ERIC, AATEA Journal, Agricultural Education Magazine, Summary of Studies, etc.) are used for national dissemination.	1	2	3	38
72.	A research component is included in each graduate student's program.	1	2	3	39
73.	The agricultural education faculty is active in securing outside funding for research efforts, including involvement with the state agricultural experiment station.	1	2	3	40
<u>Professional Leadership Service</u>					
74.	Service on university and departmental committees is shared by all faculty members.	1	2	3	41
75.	Departmental decision-making efforts rely on the use of committee work with evident results.	1	2	3	42
76.	Staff members maintain active membership in professional organizations.	1	2	3	43
77.	Department is active in agricultural education projects affecting program efforts at state, regional and national levels.	1	2	3	44
78.	Regularly scheduled monthly joint staff (supervisors, consultant, teacher educators) meetings are held.	1	2	3	45
79.	Concurrence is obtained from the state staff prior to employment of new staff members in teacher education.	1	2	3	46
80.	An annual written agreement with the appropriate state agency is in operation indicating services to be provided by teacher educators and by supervisors.	1	2	3	47
81.	Leadership is provided to organizations for students enrolled in teacher education in agriculture such as the Collegiate FFA, Alpha Tau Alpha and Agricultural Education Club.	1	2	3	48
82.	The teacher education staff provides service to the university faculty and other groups aimed at the improvement of instruction.	1	2	3	49

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
83.	Vocational agriculture/agribusiness instructional resource center is maintained with resources and consultation services available to university personnel and secondary and postsecondary teachers.	1	2	3	50
<u>Administrational Organization</u>					
84.	Separate identifiable administrative units within the university are responsible for teacher education in agriculture/agribusiness including pre- and inservice teacher education, research and service.	1	2	3	51
85.	There is a teacher educator in agricultural education responsible for administering and supervising the agricultural education program within the appropriate university administrative structures.	1	2	3	52
86.	The teacher education staff works closely with the state administrative and secondary agency responsible for vocational education in agriculture/agribusiness, including participating in monthly joint staff meetings.	1	2	3	53
87.	An advisory council comprised of representatives of the state, secondary and postsecondary teachers, professional organization representatives and personnel from related businesses and industries assist in formulating annual and five-year plans for teacher education in agriculture.	1	2	3	54
<u>Financing</u>					
88.	The university is responsible for providing funding for staffing and staff development, program development, facilities, and resources to conduct a "high quality" teacher education program.	1	2	3	55
89.	Major portions of funding are provided by the university with supplemental funds obtained from the state and federal agencies and other sources.	1	2	3	56
90.	Grants are obtained when available from U.S.O.E. and other sources for special innovative development curriculum and research projects.	1	2	3	57

ID NO.	Standards	Identification of Need for Standards			
		Retain	Revise	Discard	Coding Only
<u>Facilities and Equipment</u>					
91.	Modern livestock, greenhouse, agricultural mechanics and experimental farm facilities are used in providing the teacher education program.	1	2	3	58
92.	The teacher education faculty in agriculture is provided adequate office, conference space, and equipment.	1	2	3	59
93.	An exemplary classroom of the type recommended for local vocational agriculture/agribusiness programs is available for instructional activities in agricultural education. The classroom is adequately equipped with appropriate furniture, audio-visual equipment, and reference materials.	1	2	3	60
94.	The institution provides a resource center which is used by the staff and students in agricultural education for the development of lesson plans and instructional aids.	1	2	3	61
95.	Standard and contemporary reference materials in agricultural education, vocational education, and technical agriculture are available.	1	2	3	62
96.	The agricultural education faculty confers at least annually with the appropriate campus library staff(s) to review holdings acquired and to discuss needs.	1	2	3	63
<u>Evaluation</u>					
97.	A continuous systematic evaluation and an annual review of the teacher education program is conducted with the assistance of the advisory committee, state supervisory/consultant staff, employers and graduates based upon stated objectives included in the long and short range plans.	1	2	3	64
98.	The criteria and standards instrument developed cooperatively in the National Seminar in 1976 is used in evaluating the Teacher Education program.	1	2	3	65
99.	Both "process" and "product" are examined and evaluated.	1	2	3	66

67-79/BK
80/2

67-79/BK
80/2

Revision Sheet

I would like to make the following revisions:

The number of the
standard to be re-
vised

Suggested Revision

Example:

61

One (1) FTE secretary is provided for each
four (4) FTE professional staff members.

Revision Sheet (continued)

Proposed New Standards

List any new standards that you think should be added to the list:

APPENDIX B

University of Illinois at Urbana-Champaign

College of Education
Department of Vocational
and Technical Education
DIVISION OF AGRICULTURAL EDUCATION

357 Education Building
Urbana, Illinois 61801
(217) 333-3166

February 16, 1979

TO: Cooperating Teachers of Agricultural Occupations at
ISU, SIU, WIU, and U. of I.

FROM: Paul Hemp, University of Illinois, Project Co-director
Burton Swanson, University of Illinois, Project Co-director
Kenneth James, Illinois State University, Consultant
Thomas Stitt, Southern Illinois University, Consultant
Lenard Harzman, Western Illinois University, Consultant

SUBJECT: Development of Teacher Education Standards

The Department of Adult, Vocational and Technical Education, Illinois Office of Education, has funded a project on Teacher Education Standards. The purpose of the project is to identify standards which can be used to evaluate teacher education programs in agriculture at U. of I., ISU, SIU, and WIU. We hope to develop a list of acceptable standards during the spring semester and, in 1979-80, employ these standards in a program review to be conducted by each institution. Plans for 1979-80 also include a statewide conference of cooperating teachers from the four universities to discuss ways of improving and expanding teacher education in agriculture in Illinois. The preparation of agricultural occupations teachers for Illinois schools is a vital concern of teachers, teacher educators and state consultants. Cooperating teachers are especially well qualified to give input on what standards should be used in evaluating teacher education programs.

The first phase of the project involves the enclosed survey form for cooperating teachers and members of the Joint Staff. Please complete this form and return it to Paul Hemp in the enclosed stamped envelope. We would like to receive your completed form by March 3rd.

jf
Enclosure

The State Board of Education/Illinois Office of Education insures equal employment/educational opportunities/affirmative action regardless of race, sex, color, national origin, religion, age or handicap.